PANAMA - GUATEMALA - MEXICO

YOUTH FOR THE SDGs

PEACE BOAT US



SAILING TOWARDS A SUSTAINABLE FUTURE

2021 2030 United Nations Decade of Ocean Science for Sustainable Development

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TABLE OF CONTENTS

Introduction 01

Panama 03

Workshops Onboard 08

Guatemala 16

Mexico 18

Conclusion 22









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Meet Our

YOUTH FOR THE SDGS

FOR THE UN OCEAN DECADE



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Alfonso Durand
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Amina McDowell Dihang
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USA



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Jeniffer Bryan
PANAMA



Vee Edwards
USA



Pedro Dantas
BRAZIL



Selena Kim
SOUTH KOREA



Tiara Josephs
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Meet Our GUESTS

SAILING FOR A RENEWABLE FUTURE



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WELCOME ONBOARD!



INTRODUCTION

Peace Boat US is dedicated to advancing the United Nations Sustainable Development Goals (SDGs) by fostering peace, sustainability, and cross-cultural understanding through education and international exchange. As an official Contribution to the United Nations Decade of Ocean Science for Sustainable Development (2021–2030), recognized by the Intergovernmental Oceanographic Commission of the United Nations Educational, Scientific, and Cultural Organization (IOC-UNESCO), the Youth for the SDGs program empowers young leaders to explore the connections between ocean health, climate action, biodiversity, and sustainable development while strengthening their capacity to become changemakers in their communities.



In June of 2026, during Peace Boat's 123rd Global Voyage, youth leaders from diverse countries embarked on an educational journey across Panama, Guatemala, and Mexico, where experiential learning, scientific exchange, and community engagement brought SDG 14: Life Below Water to life. Throughout the voyage, participants explored how healthy ocean ecosystems are intrinsically connected to climate resilience, biodiversity conservation, sustainable livelihoods, and thriving coastal communities.

The program provided participants with opportunities to learn directly from Indigenous communities, United Nations agencies, researchers, government representatives, and local organizations. In Panama, participants explored Indigenous knowledge, biodiversity conservation, renewable energy initiatives, and international cooperation. In Guatemala, they engaged in mangrove conservation, marine turtle research, water quality monitoring, and beach clean-ups. In Mexico, participants learned about innovative marine research, artificial reefs, coral restoration, sustainable aquaculture, and coastal ecosystem restoration, gaining firsthand insight into science-based solutions for healthier oceans.

Complemented by onboard workshops, youth-led presentations, and cultural exchange, these experiences strengthened participants' understanding of ocean literacy, international collaboration, and the power of youth engagement. This report documents the educational experiences, partnerships, and collaborative learning that defined the 123rd Global Voyage, demonstrating how education, science, and cooperation can inspire meaningful action for a healthier ocean and a more sustainable future.







PANAMA

VISIT TO THE EMBERA QUERA INDIGENOUS COMMUNITY

As an introduction to the extensive Indigenous culture present in Panama, the Youth for SDGs scholars visited the Embera Quera community to participate in a cultural exchange and learn about Indigenous climate solutions. This immersive experience introduced the community's traditions and their profound relationship with the natural environment. Guided by community members, the group learned traditional ecological practices, including the medicinal and nutritional uses of native plants and wildlife. One notable example was the Papelillo, or Dos Hojas tree, whose leaves are prepared as a tea, demonstrating the integration of biodiversity into daily life and health practices.

This visit underscored the critical role of Indigenous communities in safeguarding ecosystems and sustaining environmentally conscious lifestyles. Walking through the forest while listening to stories offered new insight into the interdependence between human societies and natural landscapes. Beyond its educational value, the experience highlighted the importance of cultural diversity, environmental stewardship, and respect for ancestral knowledge. As the opening activity of the Peace Boat journey, it set a meaningful tone for the program's broader engagement with sustainability and intercultural exchange.



















KUNA INDIGENOUS COMMUNITY

Participants visited a Kuna community, another Indigenous group, where they had the opportunity to learn more about the community's way of life, traditions, and connection to the ocean. The Youth shared ocean literacy activities with local children through storytelling, marine species identification, interactive games, dancing, and the creation of a collective ocean mural. The activities encouraged creativity, participation, and environmental awareness while creating a meaningful space for cultural exchange between the Youth and the community. Seeing the children engage with enthusiasm and excitement made the experience especially memorable, reinforcing the importance of ocean education as a tool for connection, learning, and community engagement.

COMMUNITY SOLAR PROJECT

To help communities that would not typically receive electricity, Panamanian law requires energy companies to support or lead rural electrification initiatives. The Youth toured one such project in the isolated Embera community of Cimarrón Paraíso. With Fundación AES Panama's support, the village now has a reliable power source through solar panels. The Fundación's parent organization, AES Panama, provides 39% of Panama's electricity, while using the Fundación to support the 10% of rural communities lacking power through solar energy systems and grid connections. As the group's guide, Natalie Raymores, explained, access to electricity enables rural communities such as Cimarrón Paraíso to improve essential services, including cooking, water access, and education, while also expanding tourism opportunities. As in other Indigenous communities in Panama, conservation-focused tourism serves as a primary source of income. To support this industry in the community, the project's designers believed it was important to keep the architecture of the shed housing the battery unit similar to the rest of the community, reflecting the traditional culture.

RESEARCH AND BIODIVERSITY CONSERVATION

Institutions specializing in research and conservation play an important role in protecting our environment. As such, the Youth visited three while in Panama: the Smithsonian Tropical Research Institute, the BioMuseo, and La Cima Verde.

At the Smithsonian Tropical Research Institute, the Youth learned about Panamanian fauna through in-person interactions with local fauna. Located directly next to the Pacific Ocean, the Institute grounds were full of wildlife, including butterflies, frogs, sloths, and green iguanas. Along the guided tour, the group was introduced to the history of Panamanian ecosystems, learned how teak trees and the Institute's Agua Salud project capture carbon, and learned about conservation for the national Panamanian Golden Frog.





Located near the Smithsonian is the BioMuseo, Panama's natural history museum. Here, the Youth participated in visual and interactive exhibits on Panama's life on land and in the ocean. The group also learned about endangered Panamanian species such as the harpy eagle and the scalloped hammerhead. In these interactions, the Youth gained a greater understanding of the interconnection between human development and the natural world and dove into the biological systems that make up our environment.

La Cima Verde is a recently established research area that contains several forest ecosystems, including primary and cloud forests, with its central research facility accessible only by four-wheel-drive vehicles. The hill it occupies is just outside of Panama City, with La Cima Verde incorporating the surrounding community to combat deforestation and the invasive canal grass. The area hosts permanent and visiting researchers while serving as a beacon of sustainable development through its water filtration system, community engagement projects, meals prepared with locally sourced ingredients, and future ecotourism initiatives.





UNITED NATIONS ENVIRONMENT PROGRAMME

The Youth for the SDGs visited the United Nations Environment Programme (UNEP) Latin America and Caribbean office in Panama City. UNEP's mission is to "safeguard the environment for future generations," particularly against climate change, pollution, and the loss of nature, land, and biodiversity. Their efforts are vital to the success of the UN SDGs. Youth participants heard from leaders at the UNEP, UN Development Programme, and UN Population Fund about the state of reproduction and gender rights in Latin America, the importance of connection and networks among proponents for peace and the climate, and what role youth play in these movements.

The participants and attendees from various civil and public organizations in Panama took part in a World Café, a dialogue session meant to support new inter-organizational discussions on current issues and solutions. This productive conversation included finding local solutions to local problems, advocacy and policy change, intersectionality, solidarity and connection, and the linkages between climate and peace agendas. The Youth and partners' discussion was fruitful and introduced important perspectives on climate action and solutions from a Latin American perspective.











BLUE INNOVATION RECEPTION IN PANAMA

As the Peace Boat arrived to Panama, the Youth for the SDGs joined the Blue Innovation Reception on board the Peace Boat, and organized in collaboration with Blue Planet Alliance (BPA). The event brought together the Panamanian, Latin American, and Caribbean climate communities to discuss progress, challenges, and recent successes relating to the SDGs within local communities. This forum, designed to foster education and dialogue, culminated in a significant milestone as a representative from Panama's Ministry of Environment signed the BPA commitment to achieving 100% renewable energy by 2045.

The remainder of the program concentrated on a series of panels and expert presentations designed to provide greater context on environmental challenges and sustainability strategies across Latin America. Youth for the SDGs alumni Molly Rosaaen, Rigoberto Amaya, and Khadija Stewart joined Pamela Abreu, who leads climate mitigation strategies for the government of the Dominican Republic, and Karin Sempf, CEO and Founder of InnovaNation, for a Blue Planet Alliance panel focused on youth leadership. Additional speakers included Janeth Jaen of the Smithsonian Tropical Research Institute; Javier Neme, a Programme Officer with the UN Environmental Programme; Kattia Cambronero Aguiluz, former Deputy of the Legislative Assembly of Costa Rica; and Yoshioka Tatsuya, founder and director of Peace Boat, among others. The evening concluded with a Blue Networking session that connected climate and ocean advocates from across the region with Youth for the SDGs scholars.









WORKSHOPS ONBOARD

XIMENA CORRALES

MEXICO



Ximena Corrales presented on the intersection of Industrial Engineering, SDG 14 (Life Below Water) and SDG 4(Quality Education). She advocated for interdisciplinary collaboration, emphasizing that protecting the ocean is not only the responsibility of marine scientists, but of every profession. Ximena shared her interests in ocean governance and ocean literacy, and how they must work together as people need both the knowledge and power to understand ocean challenges and the opportunity to participate in the decisions that affect them. She also shared how engineering can contribute by improving systems, designing more sustainable processes, and connecting environmental goals with practical solutions.

ALEXIS URQUHART

USA

Alexis Urquhart from Harvard University presented on “Urbanization & Water Quality,” connecting her background in Environmental Engineering to SDG 11 (Sustainable Cities and Communities) and SDG 14 (Life Below Water). Alexis discussed the ways cyanobacterial blooms and extreme flooding affected local and global urban water systems. Recognizing the direct role climate change plays in environmental health, Alexis shared engineering solutions to remediate the severity of blooms and floods and facilitated a group discussion on local community experiences with flooding.





AMINA MCDOWELL

USA

Amina McDowell Dihang from Pace University presented on the importance of SDG 11 (Sustainable Cities and Communities), linking her academic interests and personal background to adv her advocate work. was the most important to her. She highlighted the resilience of the black diaspora and emphasized public transportation as a vital driver of economic opportunity. Following her presentation, Amina facilitated a discussion with the youth about how they would adapt and improve public transport systems in their home community.

CHRIS-SHANA GALLIMORE

JAMAICA

Chris-Shana Gallimore facilitated an experience focusing on Waves Within, Waves Beyond: Caring for Our Minds, Protecting Our Oceans, Building a Sustainable Future, exploring the connection between SDG 3 (particularly mental health) and SDG 4. Through interactive discussions and guided reflection, participants were encouraged to prioritize their mental well-being and practice empathy. The workshop also highlighted practical ways to protect the ocean, including reducing plastic waste and making sustainable choices, emphasizing that healthy minds are better equipped to care for others and the planet.





ALFONSO DURAND

MEXICO

Aflonso Durand's workshop explored the importance of the ocean, the challenges posed by climate change and water pollution, and their impacts on coastal communities. Participants learned how science can be applied to create community-based solutions, using oyster farming and wastewater treatment as examples. The session also highlighted biogas production as a tool for sustainability and encouraged participants to design innovative, self-financing projects that address environmental challenges while benefiting local communities.

DANAJAH YOUNG

USA

Danajah Young led an interactive workshop on the Youth Justice Innovation Fund Bill, focusing on SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities). Tasked with a $100,000 budget, participants simulated developing community initiatives incorporating three community partners and allocating a portion of their funds directly to target populations through stipends, hourly pay, or other incentives. The workshop helped examine how programs and youth-led solutions could support the future of young people and how partnerships strengthen their solutions.





GARRETT STEMETZKI

USA

Garrett Stemetzki from Tufts University explored the connection between war and the environment, focusing on SDG 16 (Peace, Justice, and Strong Institutions), alongside SDGs 13, 14, and 15. He examined how resource competition can fuel conflict, how environmental destruction is used during war, and the long-term climate impacts of armed conflicts. Garrett also discussed gaps in international environmental protections, including emissions reporting and the use of environmentally destructive weapons and emphasized the need for stronger and more effective protection of the environment during conflicts.

JENIFFER BRYAN

PANAMA

Jennifer Bryan presented on methods to evaluate water quality physicochemical parameters and the use of macroinvertebrates as a bioindicator in alignment with SDG4 (Quality Education) and SDG17 (Partnerships for the Goals). She explained the difference between both methods, their respective benefits, and the integrated use among the two. While physicochemical parameters provide information about a specific moment and require constant monitoring, macroinvertebrates give a better understanding of the water body state since they reproduce based on the ecosystem's quality.





PEDRO DANTAS

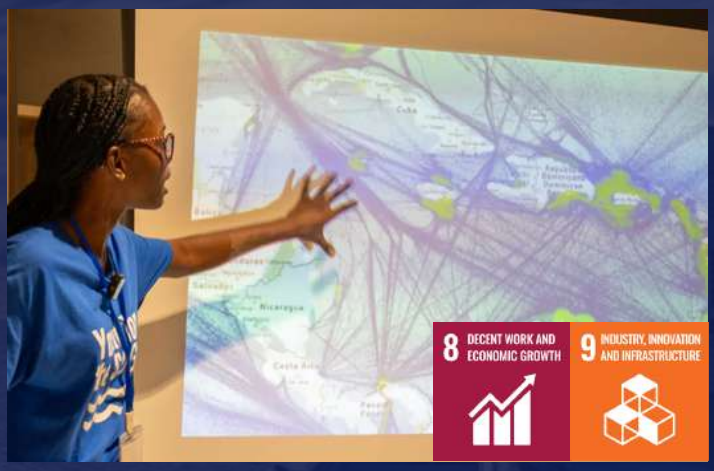
BRAZIL

Pedro Dantas led a workshop on SDG 14 (Life Below Water), sharing his journey of connecting with the ocean through education and technology. He highlighted "Ocean Ride," his team's global winning project from the NASA Space Apps Challenge designed to remove microplastics from the ocean. He also introduced Ocean Hub, which uses technology, culture, and education to connect with over 2,000 students in Bahia, Brazil. Pedro emphasized the importance of bringing international experiences back to local communities through storytelling, education, and content creation.

TIARA JOSEPHS

JAMAICA

Tiara Josephs from the Caribbean Maritime University conducted a workshop on SDGs 8 (Decent Work and Economic Growth) and 9 (Industry, Innovation and Infrastructure), focusing on sustainable development in Jamaica. She discussed trade logistics, employment, resilient infrastructure, smart port development, and renewable energy integration. Highlighting Jamaica's potential as a regional logistics hub, Tiara also encouraged young people to consider careers in logistics and recognize the importance of innovation in sustainable development.





SELENA KIM

SOUTH KOREA

Selena Kim from Tufts University explored SDGs 3 (Good Health and Well-Being) and 4 (Quality Education), examining youth mental health challenges in South Korea . She addressed the psychological impacts of academic competition, social expectations and educational inequality. She discussed how systemic and cultural pressure shapes self-worth, concluding with practical solutions that promote well-being, personal fulfillment, and healthier educational environments.



WENDYSHA HODGE

ANGUILLA

Wendysha Hodge conducted a workshop on SDG 14 (Life Below Water), focusing on how ocean health directly impacts the economy and livelihoods in Anguilla. She highlighted the importance of healthy beaches and marine conservation for the island's tourism and local fishing industry, while connecting SDG 14 to SDG 2(Zero Hunger), SDG 4 (Quality Education), and SDG 8 (Decent Work). Following an interactive activity where participants identified Caribbean fish species from photos, Wendysha highlighted her community tutoring and renewable energy advocacy under SDG 7 (Affordable and Clean Energy).

VEE EDWARDS

USA

Vee Edwards from UNC-Chapel Hill examined the interconnected relationship between land-based agriculture and offshore fisheries. She demonstrated how non-point source pollution, soil degradation, and industrial farming practices contribute to downstream ecological impacts such as hypoxic zones and declining fish stocks. Vee also highlighted global inequities in marine resource access, governance gaps on the high seas and policy solutions including labor-risk screening, expanded port inspections, ILO C188 alignment, and greater transparency through monitoring tools.



ONBOARD LECTURES

During their first public lecture onboard, each of the Youth introduced themselves and the Sustainable Development Goals that matter most to them. They also discussed how these goals connect to their studies, work, and everyday lives, which gave everyone a chance to learn more about the different experiences and personalities within the group. Even though the Youths' backgrounds were varied, many of their interests and hopes for the future are closely connected. Topics included ocean conservation, education, climate action, equality, and sustainable communities. It was a simple but meaningful way to begin building connections with the guests on board, marking the start of many more conversations and activities to come during the journey.

The Youth also hosted a second and final public lecture onboard, recapping their experiences in Panama and Guatemala and reflecting on the importance of the program.

ONBOARD FILM FESTIVAL

As part of the Youth for the SDGs Voyage public programming on board the Peace Boat, participants gathered with passengers in the theater for a film festival celebrating impactful stories about life below water and Peace Boat's work. These narratives highlighted the long-standing role of young leaders in ocean advocacy and inspired both the Youth and guests.



ONBOARD ACTIVITIES



PANAMA CANAL

The Youth for the SDGs navigated through the Panama Canal aboard Peace Boat, experiencing firsthand one of the world's most important maritime routes. The journey offered participants an opportunity to learn about the canal's role in global trade and international connectivity while reflecting on its environmental and social significance.



UPCYCLED MARINE PLASTIC WORKSHOP

The Youth for the SDGs participated in an upcycled marine-plastic workshop, where they transformed plastic collected during a beach cleanup on a previous Peace Boat voyage into personalized pins. This hands-on activity showed how discarded materials can be repurposed into meaningful objects while raising awareness about marine pollution and responsible consumption. The youth were encouraged to reflect on the environmental consequences of plastic pollution and the value of community-based sustainability initiatives.



BRIDGE TOUR

The Youth also participated in a special tour of the ship's bridge, where they had the opportunity to meet members of the bridge crew and observe how the vessel is navigated and operated. They learned about the responsibilities of the captain, officers, the navigation systems used to guide the ship, and the coordination required to ensure its safe operation. This experience provided a unique behind-the-scenes look at maritime operations and deepened the group's appreciation for the teamwork and technical expertise involved in managing the vessel.



BALLET FOLKLÓRICO LOS ANGELITOS

The Youth attended the final performance of Ballet Folklorico Los Angelitos, special youth guests onboard Peace Boat from Manzanillo, Mexico. The group performed traditional dances from various regions of Mexico, including the Norte, Yucatán, and Colima, which includes the port city of Manzanillo. This event also opened the ship's Mexican Night to celebrate and educate passengers about Mexican history and culture.

ONBOARD WORKSHOPS BY PARTNERS

THE COURAGE TO BE GREAT

Special Guest, Troy Armour, the founder of Junk Kouture, presented a session to inspire the Youth to reflect on leadership, resiliency, and authenticity through the experiences of his own life. He encouraged the Youth to have the courage to stand out, reminding them that people who create meaningful change are often those who think differently and persist despite . Troy challenges the Youth to have the courage to stand out, to allow others to stand out without judgment, and to recognise that every individual has the potential for greatness - for those brave enough to discover it.



THE ENERGY TRANSITION ROADMAP

The Youth for the SDGS enaged in an interactive workshop hosted by special guests from Blue Planet Alliance in which participants worked in three teams representing the United States, Mexico, and Jamaica to explore pathways for energy transition. Each team received a Country Energy Facts Sheet outlining the country's current energy mix, dominant energy sources, and key transition challenges. Using this information, teams identified three priority transition actions, including policy measures, investment opportunities, and phase-out strategies, and assigned target years for implementation. Following team presentations, participants engaged in a group discussion to compare approaches and examine how energy transition strategies differ across national contexts. Through this activity, the Youth were able to collaborate in meaningful conversations around global energy conservation and create tangible ideas for building a more sustainable future.











GUATEMALA

MANGROVE RESTORATION PROJECT

At Puerto Quetzal, Guatemala, the Youth were greeted by biologist and guide, Mryna Galindo and visited the Monterrico Multiple-Use Natural Reserve, where they explored a mangrove ecosystem and restoration project. During the visit, participants learned about the role of mangroves in coastal protection, biodiversity, and local livelihoods, as well as how the surrounding community uses the mangrove channels for transportation. The group was introduced to different mangrove species found in the area, including the red mangrove, and gained insight into the ecological importance of these habitats.

WILDLIFE CONSERVATION FACILITY

The Youth for the SDGs also visited the Center for Conservation Studies (CECON) at San Carlos University of Guatemala (USAC) location in Monterrico, where they observed crocodiles, turtles, and other reptiles, deepening their understanding of local wildlife and conservation efforts. Later, the group visited the beach, where they conducted citizen science water quality tests. The Youth also participated in a brief beach clean-up to leave the area cleaner than they found it and reinforce the importance of individual and collective action for coastal and marine protection. Cleaning this specific stretch was particularly important as it also serves as baby sea turtles will use it to reach the ocean after hatching in CECON's care.



MARINE TURTLE ECOSYSTEM STUDY PROGRAM

Guatemala also presented the Youth with their first opportunity for hands-on experience in wildlife research as part of a marine biology study program. The study was conducted in partnership with Santuario de la Tortuga Verde, an organization that contributes to conservation efforts for mangroves, turtles, and shorebird species. Here, the Youth traveled by boat to Poza del Nance, where they observed a brackish-water mangrove ecosystem. The youth supported the researchers in recording the turtle's measurements before it was released, while learning about the importance of ethical boat operation in protected green turtle habitats, where boat collisions have been fatal for this vulnerable species.











MEXICO

The Youth for the SDGs were welcomed at the Port of Manzanillo by representatives of the Mexican Navy and ASIPONA (National Port System Administration), the managing entity of the Port. During the reception, ASIPONA presented Peace Boat with a commemorative plaque in recognition of the organization's commitment to peace, sustainability, and international exchange, while traditional dancers showcased Mexico's pre-Hispanic cultural heritage.



BIODIVERSITY & MARINE CONSERVATION

The educational program continued with visits to Archundia Iguanario and the Mexican Institute for Sustainable Fisheries and Aquaculture Research (IMIPAS), where they learned about local biodiversity and Mexico's marine conservation initiatives. Through the exchange with local experts, participants learned about artificial reef projects in the states of Colima and Jalisco; microalgae cultivation for sustainable aquaculture, cultivation of the Pacific green octopus; gaining valuable insights into the country's innovative work in marine research, conservation, and sustainable coastal development.









CORAL RESTORATION AND OYSTERS

During their time in Mexico, the Youth for the SDGs learned about coral restoration. Due to climate change and warmer waters, coral bleaching and die-off events have increased drastically, including in Mexico. Restoration projects have become an integral strategy for protecting coral and the reef ecosystems they define. Peace Boat's partner, Restore Coral, plays an important role in these initiatives on Mexico's Pacific coast and around the port city of Manzanillo.

After an introduction to their sustainable products and a beach cleanup at La Boquita beach, Restore Coral introduced the Youth to their coral work through its chief material: oysters. Oyster shells are composed primarily of calcium carbonate. When shaped correctly, this material mimics the structures corals build, making it ideal for artificial reefs. By farming oysters, activists have been able to source reef material, employ oysters' water-filtering properties to clean rivers, and use them as a food source for the surrounding community.





In the neighboring state of Jalisco, participants visited Restore Coral's primary artificial reef site. The organization's representatives presented on the structure's design, installation, and ecological impact, highlighting their role in restoring coastal ecosystems and supporting marine biodiversity. The Youth then snorkeled and observed coastal ecosystem restoration practices, witnessing the fish-inspired structures firsthand. The experience demonstrated how science, design, and conservation can work together to protect marine ecosystems while deepening participants' understanding of SDG 14: Life Below Water and the importance of ocean literacy.





With this context, the participants embarked on a boat tour of Manzanillo's Santiago Bay. Led by the team at Marley's Surf School – a local organization that promotes surf education for women and children – the youth visited important landmarks along the coast of Manzanillo and snorkeled in the Bay and its reefs. The reef ecosystem demonstrated what coral structures could be and acted as an invaluable view of what was at stake if the climate crisis continues to be ignored.





The Youth for the SDGs visited the Mexican Institute for Sustainable Fisheries and Aquaculture Research (IMIPAS), where they learned about local biodiversity and Mexico's marine conservation initiatives. Through an exchange with local experts, participants learned about the government's involvement in artificial reef projects; micro-algae cultivation for sustainable aquaculture feed for the Pacific green octopus; and gaining valuable insights into the country's innovative work in marine research, conservation, and sustainable coastal development.





WILDLIFE CONSERVATION

The group visited a crocodile conservation center to learn about the ecological role of reptiles in coastal and wetland ecosystems through lessons on their behavior, habitat, and feeding patterns, and about the importance of conservation efforts in protecting native species and promoting environmental education.

The participants also traveled to Cuyutlán, where they visited El Tortugario Ecologico, a local turtle conservation center and learned about the importance of mangrove ecosystems. During the visit, participants entered the mangrove area to collect seeds for planting and were introduced to mangrove species found in the region. The Youth learned to identify these mangrove species by observing the shape, texture, and characteristics of their leaves, gaining a better understanding of how each species adapts to coastal and wetland environments.







CONCLUSION

Across Panama, Guatemala, and Mexico, the Youth for the SDGs met people working to protect the ocean in a variety of ways. The Youth learned from Indigenous communities, researchers, conservation teams, government representatives, and United Nations agencies. Each visit gave the participants a broader picture of how the ocean connects to people's lives.

The program took the Youth from discussions about energy and international cooperation in Panama to mangrove and sea turtle conservation in Guatemala, to research on coral reefs, marine life, and aquaculture in Mexico. They tested water, joined clean-ups, asked questions, and heard directly from people whose work is rooted in these places.

As a program for the UN Decade of Ocean Science for Sustainable Development, the Youth for the SDGs program heeds the call, "to build the knowledge and partnerships needed for the ocean we want." During the journey, the Youth saw those partnerships at work between scientists and communities, local organizations and public institutions, and countries with shared responsibilities.

In addition to new knowledge about mangroves, coral reefs, and the challenges facing coastal communities, the Youth for the SDGs leave this journey with a clearer sense of how they can contribute to ocean and climate action in the future.

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